Program Approval and Assessment Branch
Maryland State Department of Education

The Redesign of Teacher Education
Performance Criteria

The Program Approval and Assessment Branch of the Maryland State Department of Education conducts on-site institutional reviews of all teacher education institutions on a five-year cycle. The institutional performance criteria based upon *The Redesign of Teacher Education* frame the on-site review as well as the report back to the institution following the visit. An institution may receive the following program approval status resulting from the on-site visit: full program approval; probation; or denial. The full approval status is for a period of five years from the date of the review. Probation is a form of approval that is limited to one or two years with state monitoring. During probation the institution and its students receive the benefits of state approval. To conclude the probationary status, thereby restoring full five-year approval, the State Superintendent determines that the conditions of probation have been met. If these conditions are not met, the State Superintendent terminates state approval.

For purposes of compliance with Title II, the state will identify an institution as *at risk for being identified as low performing* or as l*ow performing* when a status of **probation** results from the on-site visit. **The probation status and the accompanying *at risk* or *low performing* Title II status will result if the state determines that the institution's performance is unsatisfactory in any one of the five component areas of The Redesign of Teacher Education.**

The State Superintendent reserves the authority to inform a president regarding unsatisfactory performance at any time during the program approval five-year cycle which may result in probation and an *at risk* or *low performing* Title II designation.

The Redesign of Teacher Education Performance Criteria

Component I: Strong Academic Background

Each cohort (e.g., 1999-2000 graduates) meets state qualifying scores on Praxis I (basic skills) and Praxis II (content and pedagogy tests).

Indicators

- Praxis I and II Summary Pass Rate – 80%

Programs provide a strong academic background in math and science for teacher candidates.

Indicators

- Document how your institution provides instruction in math and science for all prospective teachers. *For example, you may include content and methods course syllabi as well as other program opportunities for teacher candidates.*

- Provide evidence that teacher candidates demonstrate proficiency in math and science appropriate to their certification area. Identify how your performance assessment system measures candidate proficiency. *For example, you may include teacher candidate work and related K-12 student work that demonstrates proficiency in teaching appropriate to the candidate's certification area.*

- Document your use of a system that assesses candidate competence in math and science and the method used to address areas of candidate weakness.

Secondary education teacher candidates major in their certificate area.

Indicators

- YES or NO (If no, provide your timeline for fully meeting this criterion.)

The Redesign of Teacher Education Performance Criteria

Component II: Extensive Internship

Teacher candidates have extensive field-based preparation in K-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.

Indicators

- State the total number of schools in which you place an intern across the two consecutive semester internship.

- Document how your institution ensures each candidate is trained in a diverse setting.

- State the number of interns in each cohort.

- Document how you achieve an internship of a minimum of 100 days across two consecutive semesters in a diverse setting. Provide information for each certification program at the baccalaureate and post baccalaureate level. *See attachment for sample extended internship scenarios.*

Teacher candidates have their extensive internship in sites that are collaboratively planned with public school partners and follow the Maryland Professional Development School Standards.

Indicators

- Document the process you use to collaboratively plan and implement each of your PDSs, using the Maryland PDS Standards:

  - Learning Community
  - Collaboration
  - Accountability
  - Organization, Roles and Resources
  - Diversity and Equity

Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for K-16 faculty, the unit seeks and obtains state recognition of its professional development schools.

Indicators

- Document the developmental stage of your PDS(s) determined through Teacher Preparation Improvement Plan self-assessment and feedback from a PDS site visit team, guided by the *PDS Assessment Framework for Maryland.*

Component III: Performance Assessment

The education unit uses a performance assessment system that is based on the Essential Dimensions of Teaching or the INTASC standards and is assessed by a standards-based rubric.

Indicators

- Name the standards for performance assessment your education unit uses.

- Document your progress toward the development of a standards-based, rubric-assessed performance assessment system.

- Provide evidence of your use of standards-based, rubric-assessed performance assessment for your teacher candidates.

- Summarize teacher candidates' performance data based on your assessment system.

The education unit provides formative and summative performance feedback to candidates.

Indicators

- Provide evidence of performance feedback at critical milestones (such as entry requirements, internship requirements, and exit requirements).

- Describe how you monitor progress and use the feedback mechanisms with teacher candidates, including support and counseling available to candidates facing difficulties.

The education unit uses performance assessment data for continuous improvement of programs.

Indicators

- Describe and document both internal and external data analysis for unit and program improvement.

- Document the use of analyzed results with major stakeholders for continuous improvement of programs.

Component IV: Linkage with K-12 Priorities

Maryland student content standards are aligned K-16.

Indicators

- Provide evidence that your teacher candidates possess knowledge and skills that are consistent with Maryland K-12 content standards. Identify how your performance assessment system measures candidate proficiency.

- Document ways in which your institution's education and arts and sciences faculty work with one another to achieve K-16 standards alignment. You may also show how you work with MSDE, local school systems, and community colleges to enhance the alignment. *For example, you may explain how your STEP committee or K-16 committee compares the teacher preparation content curriculum with K-12 content standards, making important curriculum revisions as needed.*

Programs prepare professional educators for assessment and accountability in Maryland, through focusing on the following reform elements:

- Maryland Model for School Readiness [Early Childhood]
- Maryland School Assessments [Elementary/Middle School]
- Maryland Learner Outcomes [Elementary/Middle School]
- Core Learning Goals [Secondary]
- High School Assessments [Secondary]
- Functional Tests [Elementary/Middle School; Secondary]

Indicators

- Document how your institution provides instruction in Maryland's school accountability system for all prospective teachers.

- Provide evidence that teacher candidates demonstrate proficiency in the knowledge, skills, and dispositions related to the Maryland accountability elements of the certification program in which they are enrolled. Identify how your performance assessment system measures candidate proficiency. *For example, demonstrate how the program determines Early Childhood Education candidates' ability to explain to parents the purposes and goals of the Maryland Model for School Readiness, as it is used in their own child's classroom, and provide summarized candidate performance data.*

Component IV: Linkage with K-12 Priorities (continued)

Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English for Speakers of other Languages [ESOL], and inclusion of students with special needs in regular classrooms).

Indicators

- Document how your institution provides instruction in how to teach a diverse student population for all prospective teachers.

- Provide evidence of teacher candidates' ability to develop and implement specific integrated learning experiences that address diverse student population needs. Identify how your performance assessment system measures candidate proficiency.

- Provide evidence of teacher candidates' ability to independently plan instruction, adapt materials, and implement differentiated instruction in an inclusive classroom. Identify how your performance assessment system measures candidate proficiency.

- Provide evidence of teacher candidates' ability to collaboratively plan and teach with specialized resource personnel to a diverse student population. Identify how your performance assessment system measures candidate proficiency.

Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards.

Indicators

- Document how your institution aligns curricula with the Maryland Teacher Technology Standards across all college learning experiences for teacher candidates.

- Provide documentation of candidate performance for each of the seven technology standards. *[For example, you could include benchmark samples of teacher candidates' products or their ePortfolios.]* Identify how your performance assessment system measures candidate proficiency.

- Summarize teacher candidates' performance data using your performance assessment system.

Programs include state approved reading courses and a process for ensuring that all outcomes continue to be addressed in the program.

Indicators

- Affirm that all Maryland approved teacher education programs include state approved reading courses.

- Affirm that current college catalogs list the required reading courses for each program.

- Document how your institution provides instruction in reading for all teacher candidates, as well as procedures your institution follows to ensure that all outcomes continue to be addressed in the program.

- Provide evidence of teacher candidates' ability to teach reading in their certification area. Identify how your performance assessment system measures candidate proficiency.

Component V: State Approval/NCATE Accreditation Performance Criteria

The education unit and all professional educator certification programs have state program approval** and NCATE accreditation (if applicable).

Indicators

- YES or NO (Identify any program which you offer for "credit count", and document your institution's timeline for seeking state approval.)

- YES or NO (All programs are reviewed using state-recognized national standards or state developed and validated standards.)

- YES or NO (If NCATE or state program folio review procedures are incomplete for one or more programs, document the current status for each program, and provide the timeline for review completion.)

The education unit uses feedback from state and NCATE (if applicable) review to annually show ongoing improvement through the Teacher Preparation Improvement Plan (TPIP) and NCATE (if applicable) report process.

Indicators

- YES or NO

**If the outcome of the state program approval visit is probation, the institution is then identified as "at risk for low performing or low performing" according to the reporting guidelines of Title II.

Attachment: *The Redesign of Teacher Education* Performance Criteria
Sample Extended Internship Scenarios

Example I: Baccalaureate or Post-Baccalaureate – Secondary Education

Paired PDS site (middle and high school).
Sites were chosen specifically to provide a diverse experience.

Semester 1	Semester 2
5 in-service days prior to start of school	
2(1/2) days X 15 weeks	10 weeks in middle school
½ day in middle school	6 weeks in high school
½ day in high school	

SUBTOTAL 20 DAYS   SUBTOTAL 80 DAYS

                 TOTAL 100 DAYS

Example II: Baccalaureate or Post-Baccalaureate - Elementary Education

Single PDS site
Site was chosen because it provides a diverse experience within the school.

Semester 1	Semester 2
5 in-service days prior to start of school	
1 day X 14 weeks	17 weeks full time
3 consecutive days of	
"Junior Participation"	

SUBTOTAL 22 DAYS   SUBTOTAL 85 DAYS

                 TOTAL 107 DAYS

Example III: Post-Baccalaureate – Early Childhood, Elementary or Secondary Education

Paired PDS site
Sites were chosen specifically to provide a diverse experience.

Semester 1	Semester 2
5 in-service days prior to start of school	13 weeks full time
3 days x 15 weeks	(beginning when K-12 classes
	resume in January)

SUBTOTAL 50 DAYS   SUBTOTAL 65 DAYS

                 TOTAL 115 DAYS